3-8 Educator Guide to Common Core ELA Test

New York State Grade 3 Expository Writing Evaluation Rubric

CRITERIA	CCLS	Score				
		4	3	2	1	0
		Essays at this level:	Essays at this level:	Essays at this level:	Essays at this level:	
CONTENT AND ANALYSIS:	W.2,	—clearly introduce a	—clearly introduce a	—introduce a topic in a	—introduce a topic in a	—demonstrate a
the extent to which the essay	R.1-9	topic in a manner that	topic in a manner that	manner that follows	manner that does not	lack of
conveys		follows logically from the	follows from the task and	generally from the task	logically follow from the	comprehension
ideas and information clearly		task and purpose	purpose	and purpose	task and purpose	of the text or task
and accurately in order to		—demonstrate	—demonstrate grade-	—demonstrate a confused	—demonstrate little	
support analysis of topics or		comprehension and	appropriate	comprehension of the text	understanding of the text	
text		analysis of the text	comprehension of the text			
COMMAND OF EVIDENCE:	W.2	—develop the topic with	—develop the topic with	—partially develop the	—demonstrate an	—provide no
the extent to which the essay	R.1-8	relevant, well-chosen	relevant facts, definitions,	topic of the essay with the	attempt to use evidence,	evidence or
presents evidence from the		facts, definitions, and	and details throughout the	use of some textual	but only develop ideas	provide evidence
provided text to support		details throughout the	essay	evidence, some of which	with minimal, occasional	that is completely
analysis and reflection		essay		may be irrelevant	evidence which is	irrelevant
					generally invalid or	
					irrelevant	
COHERENCE,	W.2	—clearly and consistently	—generally group related	—exhibit some attempt to	—exhibit little attempt at	—exhibit no
ORGANIZATION, AND	L.3	group related information	information together	group related information	organization	evidence of
STYLE: the extent to which the	L.6	together	—connect ideas within	together	—lack the use of linking	organization
essay logically organizes		—skillfully connect ideas	categories of information	—inconsistently connect	words and phrases	—do not provide
complex ideas, concepts, and		within categories of	using linking words and	ideas using some linking	—provide a concluding	a concluding
information using formal style		information using linking	phrases	words and phrases	statement that is illogical	statement
and precise language		words and phrases	—provide a concluding	—provide a concluding	or unrelated to the topic	
		—provide a concluding	statement that follows	statement that follows	and information	
		statement that follows	from the topic and	generally from the topic	presented	
		clearly from the topic and	information presented	and information presented		
		information presented				
CONTROL OF	W.2	—demonstrate grade-	—demonstrate grade-	—demonstrate emerging	—demonstrate a lack of	—are minimal,
CONVENTIONS: the extent to	L.1	appropriate command of	appropriate command of	command of conventions,	command of	making
which the essay demonstrates	L.2	conventions, with few	conventions, with	with some errors that may	conventions, with	assessment of
command of the conventions of		errors	occasional errors that do	hinder comprehension	frequent errors that	conventions
standard English grammar,			not hinder		hinder comprehension	unreliable
usage, capitalization,			comprehension			
punctuation, and spelling						

- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

New York State Grade 4-5 Expository Writing Evaluation Rubric

CRITERIA	CCLS					
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate gradeappropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade- appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade- appropriate command of conventions, with few errors	—demonstrate grade- appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

New York State Grade 6-8 Expository Writing Evaluation Rubric

CRITERIA	CCLS	Score					
		4	3	2	1	0	
		Essays at this level:	Essays at this level:	Essays at this level:	Essays at this level:		
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	— clearly introduce a topic in a manner that follows from the task and purpose —demonstrate gradeappropriate analysis of the text(s)	 —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s) 	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task	
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant	
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using gradeappropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section	
control of conventions: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade- appropriate command of conventions, with few errors	—demonstrate grade- appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions	

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.